

# HOT LIST 2015

While most people want to bring their best to work, a few will excel and become true leaders in their fields. *The Educator* showcases the 'who's who' of the education field in our inaugural hot list

**ANOTHER YEAR**, another round of triumphs, challenges, change and innovation in the education sector. Over the following pages, *The Educator* has identified over 30 of the hottest education professionals in Australia. Some of these professionals are well known; they are well-respected practitioners in their field. Others may be less familiar, but all

have embarked on significant projects, spearheaded innovative initiatives, or pushed the field of education into fresh and exciting new areas.

You might disagree with our choices or you might endorse them – if that's the case feel free to let us know, or make your own suggestions for next year, at [theeducator\\_editor@keymedia.com.au](mailto:theeducator_editor@keymedia.com.au).

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### DR PAUL BURGIS

#### PRINCIPAL

#### PRESBYTERIAN LADIES' COLLEGE (CROYDON, NSW)

Dr Paul Burgis is 13th principal of Presbyterian Ladies' College, Sydney, and travels the world seeking to continually enhance his leadership and broaden his perspective. His area of PhD research, undertaken at the University of New South Wales, was the development of student knowledge, attitudes and values regarding poverty from the close of primary school to the close of secondary school in Australian, Filipino and Zimbabwean schools. To maintain a holistic view of the diversity of both his role and his school, Dr Burgis takes on deeply reflective professional endeavours. He recently visited the Isolated Children's Parents' Association Conference at Broken Hill and also met with international families in Hong Kong and the Australian Indigenous Educational Foundation.



### DENNIS YARRINGTON

#### PRESIDENT

#### AUSTRALIAN PRIMARY PRINCIPALS ASSOCIATION (APPA)

Through his position at APPA, Dennis Yarrington is a leading voice in the debate and ongoing dialogue with the Federal Government on national issues that concern school principals and their school communities. Yarrington received an ACT Department of Education and Training Leadership Excellence Award in 2008 for his contribution to the creation of the Leading to Leadership program and development of the ACT School Leadership Framework. He is committed to building leading schools, with the integration of technology and 21st century learning tools and structures, and is aiming to create a coaching culture in all schools to enhance teacher performance.



### LEANNE FOX

#### PRINCIPAL

#### TULLY STATE HIGH SCHOOL (QLD)

Leanne Fox launched the Positive Education program at Tully State High School in 2012 to combat substance abuse, depression and adolescent suicide following Cyclone Yasi in 2011. After Cyclone Yasi devastated parts of North Queensland and nearly destroyed Tully, Fox looked for ways to assist in healing the school and its community. She subsequently led the introduction of the Positive Education program at the school, and it is now a key component of its culture. The Positive Education program combines positive psychology with best-practice teaching to encourage individuals, schools and communities to flourish.

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**DALE BENNETT**

**DEPUTY PRINCIPAL, HEAD OF TORRENS PARK CAMPUS  
SCOTCH COLLEGE (ADELAIDE, SA)**

Dale Bennett has developed programs to support and encourage students to develop their leadership capabilities, a strong sense of social justice and a willingness to serve the community. One of these programs is an innovative and engaging leadership program for all senior school students at Scotch, designed to thoroughly explore areas of trust, respect, leadership, responsibility and innovation. The program ultimately lays the foundations for improvement in collective performance and individual ability to achieve. In addition to this comprehensive development of all students, Bennett runs the school's formal leadership program for the Student Executive and Student Action Teams program. Over the last three years he has restructured the teams to have a clear focus on building community, wellbeing and service.

**JULIE LEAROYD**

**PRINCIPAL  
HERVEY BAY SHS**

Julie Learoyd has won state-wide recognition for her tireless work in building the leaders of the future. Learoyd identified the need for deputy principals in the Fraser Coast region of Queensland to network and build professional learning circles. She subsequently launched the HIIL (High Impact Instructional Leadership) project, which won the inaugural Queensland Jack Pizzey Award for School Leadership Team of the Year 2014. By involving a wider group of regional schools, from Gympie to Gin Gin, deputy principals are now able to broaden their networks and work collaboratively with other deputy principals with similar school improvement goals, share best practice, and engage in highly effective collegial conversations.

**SIMON GIPSON**

**HEAD OF SCHOOL  
ST MICHAEL'S  
GRAMMAR SCHOOL  
(ST KILDA, VIC)**

Simon Gipson recognises that good business performance is not incompatible with dignity, respect, care and compassion, and can be delivered with a focus on humanist values and innovative policies. When he arrived at St Michael's in 2000, it was struggling financially. He set out to rebuild the school's 'customer' base, which meant creating a value proposition – 'Diversity Opens Minds', an innovation program initiated and maintained under Gipson's leadership. The program aims to ensure education of the fully rounded individual citizen. Gipson hadn't had a particularly routine career trajectory for a principal. In 1996, he moved his wife and three boys to Thailand, where he was principal of the \$80m Tridhos School Village, funded by a millionaire developer and member of the Thai Royal Family in Chiang Mai.

**DR JOHN COLLIER**

**HEAD OF SCHOOL  
ST ANDREW'S CATHEDRAL SCHOOL  
(SYDNEY, NSW)**

Dr John Collier has had over 43 years of teaching experience (spanning three schools) and is in his 25th calendar year as a principal. Dr Collier is deeply interested in academic excellence, strong pastoral care, vibrant co-curricular programs and modes within Christian education. Dr Collier also engages young people in authentic and critical thinking, with the aim of developing successful adults and active citizens. Indeed, these areas were the subject of his doctoral research. He advocates a style of Christian education that is open and inclusive, encourages thoughtful analysis, and permits respectful dissent. Dr Collier believes heads of schools should be students themselves, who seek to contribute to the ways in which education is conceptualised and delivered.





**STEPHEN HARRIS**  
**PRINCIPAL**  
**NORTHERN BEACHES**  
**CHRISTIAN SCHOOL**  
**(SYDNEY, NSW)**

Stephen Harris commenced as principal at Northern Beaches Christian School (NBCS) in 1999. At that time, the school had just 250 students. Under Harris’s stewardship, the school population has grown to 1,300 students. Today, NBCS has gained an international reputation as a leader in innovation. Harris has been in school-based education for more than 35 years, with teaching experience across almost every grade, from kindergarten to Year 12. His firm belief is that every student should love learning, and that it is the responsibility of schools to relentlessly seek to engage students in their learning. No child should be excluded.



**ASSOC PROF**  
**PHILIP RILEY**  
**ASSOCIATE PROFESSOR,**  
**LEADERSHIP IN THE**  
**PROFESSION**  
**AUSTRALIAN CATHOLIC**  
**UNIVERSITY**

Assoc Prof Philip Riley researches the overlap of psychology, education and leadership, with a particular focus on the lives of school leaders. Prior to joining Australian Catholic University, he was course leader for all postgraduate leadership programs in the Faculty of Education at Monash University. He has collaborated on more than 150 publications and been awarded over \$3m in research funding. Assoc Prof Riley’s research – applying adult attachment theory to the relationship between teachers, students and school leaders – was showcased in *The International Handbook of Research on Teachers and Teaching*. He is also known for authoring the *Australian Principal Health and WellBeing Survey*, which identified major issues concerning principals’ workload and stress.

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**GIOVANNA IANNICELLI**  
**TECHNOLOGY COORDINATOR**  
**ST MARY'S COLLEGE**  
**(ADELAIDE, SA)**

Giovanna Iannicelli's input has been integral in helping to establish and sustain a mobile device program at St Mary's College. The Digital Citizenship Policy utilised at the school introduced the use of mobile phones and did away with a computer usage policy. Instead, the program focuses on behaviour and choices. The introduction of 3D printing and coding classes is just one example of how Iannicelli has enhanced innovative learning initiatives in her school. Lenovo has recognised her work by producing two case studies on St Mary's College. Iannicelli was recognised by BETA on World Teachers' Day in 2012 and was presented with an award by the state minister of education.



**NADENE HISTED**  
**PATHWAYS MANAGER - BUSINESS**  
**THEBARTON SENIOR COLLEGE (ADELAIDE, SA)**

Nadene Histed has run the Simulated Business course at Thebarton Senior College for many years, sharing her expertise and resources with people across Australia. This program provides a fantastic tool for schools to train in Business Certificates, which provide a practical pathway to completion of senior secondary school for students across SA. Two years ago, following changes to the administrative group running the program, there was a danger that the program would cease, potentially leaving many educational institutions without a body to manage the program. Histed was instrumental in bringing people together and working with many groups to keep the network running. She also persuaded TAFE SA to assist in managing the program for all the users.

**MATTHEW JARMAN**  
**PRINCIPAL**  
**YANCHEP BEACH PRIMARY SCHOOL (WA)**

Matthew Jarman is the founding principal of Yanchep Beach Primary School (YBPS). In just one year, Jarman has been able to establish a culture and school community that is unprecedented in the area. His school was one of the very first to have a 'nature playground', which includes a jetty and a nature track. The outdoor space is combined with the 'Fish! Philosophy', and encourages students and the school community to enjoy the moment, have fun and live for the now. Under his leadership, YBPS has created a community that embraces education and personal growth – where learning is exciting. YBPS has high aspirations and equally high expectations and standards. Families in the area had previously been very unhappy with the standard of education choices available to them, but now parent satisfaction levels at YBPS are the highest the community has encountered.







### **KHALIL KHAY**

**DEPUTY PRINCIPAL K-12**

**HUNTER SCHOOL OF THE PERFORMING ARTS (NEWCASTLE, NSW)**

The Hunter School of the Performing Arts is the only fully selective performing arts school for Years 3–12 in NSW. Khalil Kay is a dedicated and award-winning educator with nearly 25 years of experience in education. He has a broad range of experience, from lecturing, course coordination and university council experience, to teaching across the early childhood, primary and secondary sectors and maintaining his three current roles, which directly benefit over 1,200 Year 3–12 students daily, 300 principals, and many more educators across the Hunter/Central Coast region. He is described by colleagues as empathic, capable, energetic and proactive in improving the provision of education and educational leadership, from the youngest child to the most experienced principal.



### **CRAIG SMITH**

**EDUCATIONAL OUTREACH CONSULTANT  
AND ASPECT PRACTICE SPECIALIST**

**ASPECT HUNTER SCHOOL - AUTISM  
SPECTRUM AUSTRALIA (NSW)**

Craig Smith is an inspirational teacher and leader in autism education. As his school's aspect practice specialist and acknowledged Apple Distinguished Educator, Smith shares his evidence-informed practice around the use of iPads for teaching and learning with the wider education community. Smith has been involved in research into the use of iPads in Aspect Schools and has successfully translated that research to practice in support of children with autism. He has also written a book, *The iPad Model Classroom*, which illustrates how to use iPads to deliver the Australian Curriculum (it is freely available to anyone via iTunes U). Smith also provides workshops as part of Aspect Practice and as the Aspect Hunter School educational outreach consultant, supporting colleagues in mainstream schools.



### **JASON MEIJBOOM**

**DEPUTY PRINCIPAL**

**HILLIARD STATE SCHOOL (QLD)**

Throughout Jason Meijboom's 15-year teaching career he has worked in numerous roles in both schools and at DETE Central Office on initiatives such as OneSchool, Learning Technologies and eLearning. For the past five years, Meijboom has been deputy principal at Hilliard State School and has led the school's e-learning transformation by introducing a highly innovative and successful BYO iPad program, iLearn@HilliardSS. The program's focus is on transformational leadership: Visionary Leadership, Parent and Community Engagement, Harnessing the Platform, Developing Professionals, Innovative Teaching and Learning, and Sharing Evidence of Success. In this program, every teacher is provided with a school-owned iPad, while over 500 students bring their own iPads to school to support them with their learning.



### **SIMON CROOK**

**DIRECTOR**

**CROOKED SCIENCE**

Simon Crook's commitment to improving the quality of science teaching in both primary and secondary schools is second to none. This year he embarked on an innovative new enterprise drawing on his decades of experience working as both a science teacher and a curriculum consultant. Crooked Science brings professional development and mentoring solutions to schools, which help them to improve the quality of their science teaching while enhancing student engagement and outcomes. Crook is also completing his PhD on how technology can enhance the teaching of science. He is the author of numerous academic articles, and is one of Australia's key education social media voices, fostering debate and a relentless focus on using data and evidence-driven decision-making.

## 2015 HOT LIST



**THE HON. ADRIAN PICCOLI,  
MP**  
**NSW EDUCATION MINISTER**  
**NSW GOVERNMENT**

As NSW Minister for Education, Adrian Piccoli has built a reputation as a pragmatist with a keen focus on improving outcomes for regional students. Piccoli has spent much of his working life providing a strong and passionate voice for the people of his local community and across country NSW. Among Piccoli's many achievements as education minister, he has helped implement direct Gonski funding in schools across NSW, filling crucial gaps in resourcing.



**MARK ANDERSON**  
**DIRECTOR PEOPLE AND SERVICES**  
**NSW DEPARTMENT OF EDUCATION  
& COMMUNITIES**

Mark Anderson, as director people and services, provides strategic leadership to meet current and future needs in relation to the staffing of the state's 2,232 public schools. In 2014, he worked with NSW school principals to fill over 3,200 classroom teaching positions and 1,100 executive vacancies. His team's productivity increased in 2014 with an additional 100 classroom teachers, 187 executives and 40 principal vacancies being filled. He has also played a critical role in maintaining the Department of Education's place as a significant employer of Aboriginal people in the state.



**THE HON. CHRISTOPHER PYNE,  
MP**  
**FEDERAL EDUCATION MINISTER**  
**AUSTRALIAN GOVERNMENT**

Christopher Pyne has one of the toughest portfolios in government. Since taking on the role in December 2014, he has driven crucial reforms and improvements across all areas of Australia's education system. These include reforms to improve the quality of teacher education across the country, financial assistance to struggling rural schools, and improvements to the MySchool website. Some of Pyne's proposed reforms have been called controversial, namely his plan to deregulate university fees. Nevertheless, his impact continues to be felt across the spectrum of education in Australia.



**ERIC JAMIESON**  
**DIRECTOR, HIGH PERFORMANCE**  
**NSW DEPARTMENT OF EDUCATION AND COMMUNITIES**

As director of high performance, Eric Jamieson is responsible for leading the development and implementation of schools' academic excellence. As a result of Jamieson's work, there has been a significant culture shift in NSW public education. Today, a culture has been embedded in which data analysis is used to inform practice, and there are stronger review and evaluation practices in place. Jamieson is leading the development and implementation of school excellence, underpinned by a streamlined planning, self-assessment and reporting process to better support schools.



**DR MICHELE BRUNIGES**  
**SECRETARY**  
**NSW DEPARTMENT OF EDUCATION AND COMMUNITIES**

Dr Michele Bruniges leads one of Australia's largest state government departments and is responsible for over a fifth of the state's budget and a workforce in excess of 84,000 staff. She is responsible for all state public schools, which provide education to more than 760,000 students in over 2,200 schools. She is also responsible for early childhood education and care, Aboriginal affairs, volunteering, youth and community engagement. In 2012, Dr Bruniges was nationally recognised for her work in public policy as a joint recipient at the Westpac/*Australian Financial Review* Inaugural 100 Women of Influence Awards.



**ANNE ROSS**  
**DIRECTOR SCHOOLS**  
**- GEORGES RIVER**  
**NETWORK (NSW)**  
**DEPARTMENT OF**  
**EDUCATION AND**  
**COMMUNITIES**

Anne Ross has had an outstanding career in a number of different roles within the education sector.

As principal, Ross led the Georges River College (GRC) Penshurst Girls Campus and established a reputation for innovation and achievement during her leadership of the campus's management team. Ross has led many professional development activities for her own staff and GRC executives. She challenges executives to see their role as leaders of learning and has designed training to increase their leadership and change management skills. Ross also led the development and implementation of the National Partnerships around Local Schools Local Divisions. Currently, she is responsible for setting up the Georges River Network's Leadership Strategy to assist school principals in achieving their strategic goals.



**DR JIM**  
**WATTERSTON**  
**DIRECTOR GENERAL**  
**DEPARTMENT OF**  
**EDUCATION AND TRAINING**  
**(QLD)**

If education is the profession of hope, then inspirational educators are motivated by people such as Dr Jim Watterston. He always presents a clear, articulate vision for how education and its supporting systems can be improved, and strategically uses his influence to make this a reality. Dr Watterston has had significant systemic leadership roles in WA, Victoria, the ACT, and currently in Queensland. He understands the ever-changing education landscape and the reform processes needed to accommodate this rapid-change agenda, but he knows how to leverage change in a respectful and collaborative manner. Watterston has a broad, evidenced ability to translate policy or theory into practical action at all levels.



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**STEPHANIE KRIEWALDT**  
TEACHING AND LEARNING  
COORDINATOR  
VINEYARD LUTHERAN  
SCHOOL (CLARE, SA)

Stephanie Kriewaldt is leading the way in ICT education with a pioneering unit on coding. For her efforts in this ground-breaking technology, last year she was awarded the Adelaide Advertiser Women in Innovation Award in the education category. This award recognised her work with Vineyard students in the area of ICT, particularly the new concept of coding. This year, Kriewaldt has been a motivational speaker on coding, leading a cluster group and presenting to other Lutheran Schools in SA. She has also been a presenter at AISSA (the Association of Independent Schools of SA) and will be a guest speaker at EduTECH in Brisbane later this year.



**NATALIE MANSOUR**  
PRINCIPAL  
GLENMORE PARK PUBLIC  
SCHOOL (NSW)

Natalie Mansour is an inspirational school leader who has recently taken up her second principalship in the short space of two terms. Mansour reinvigorated Glenmore Park Public School's staff, inspiring them to take up the challenge of catering for 21st century learners by way of self-organised learning environments, flipped classrooms and project-based learning. Expanding her focus beyond her own school, Mansour is regularly contacted by colleagues across the Sydney basin for advice on planning and procedure. To this end, she has forged a partnership with digital education thought leader Ian Jukes and invited two other local schools to investigate 'disrupted technologies' – a two-year project to help school leaders change pedagogy in order to keep up with the pace of societal and technological change.



**CASSANDRA PORTELLI**  
HEAD TEACHER, MATHEMATICS  
HUNTER SCHOOL OF  
THE PERFORMING ARTS  
(NEWCASTLE, NSW)

Cassandra Portelli has transformed the Mathematics Faculty at Hunter School of the Performing Arts in the last two years, creating programs that challenge the traditional delivery of mathematics in schools by focusing on problem-based and collaborative learning. She has created strong professional links across the region and state through the Mathematics Association of NSW and the Newcastle Head Teachers of Mathematics Network. Portelli is also working with the University of Newcastle to encourage and inspire quality graduates into the teaching of mathematics. In addition, she has developed a volunteering program in collaboration with the university whereby maths teachers in training act as tutors for students during a daily 'Maths and Milo' program.



**PROF JENNY GORE**  
PROFESSOR OF EDUCATION  
SCHOOL OF EDUCATION AND ARTS,  
UNIVERSITY OF NEWCASTLE (NSW)

Prof Jenny Gore was a co-author of the *Quality Teaching* framework, a pedagogical model adopted by the NSW Department of Education and Communities in 2003. It has also been adopted in the ACT Department of Education. With the current focus on the issue of teacher quality at a national and global level, Gore's work stands out as a beacon. It shines a light on how to improve teacher practice in classrooms through collaboration, peer observation and feedback, and distributed leadership. Prof Gore has a substantial body of academic publications, over 108 in total, has attracted more than 60 research grants, and has successfully secured over \$4m in funding that has focused on improving the quality of teaching in classrooms across Australia. She has influenced thousands of teachers in countless schools and education systems worldwide. She is currently leading projects in 'Quality Teaching Rounds' across two states.



**WARREN MARKS**  
**CO-DIRECTOR**  
**LEADING EDUCATORS AROUND**  
**THE PLANET (LEAP)**

Warren Marks has directly facilitated global peer-shadowing opportunities for principals around the world through the Leading Educators Around the Planet (LEAP) program. Launched by NSW educators in Ontario, Canada, in 2011, LEAP allows principals to host one another at their homes, engage in professional study tours and explore management best practice with their peers in a friendly and professional way. Since its inception, the program has expanded into other parts of the world, including New Zealand, the US, the UK and Finland. The feedback that Marks has received from some of the participating principals is that it is “the best thing they’ve ever done” for their careers.



**RICHARD GILL**  
**ARTISTIC ADVISER**  
**MUSICA VIVA**

Richard Gill is currently the artistic adviser of Musica Viva’s acclaimed music education program, which reaches more than 250,000 students nationally each year. Gill has been at the forefront of music education in Australia for over 50 years and is respected worldwide as a music educator. He is particularly passionate about ensuring that all children in Australia have access to a quality music education. He believes that the greatest way for children to listen, and therefore to understand and comprehend, is through music. Gill is a strong and vocal advocate for music education’s immensely positive impact on children’s learning. He believes it is the key that enables children to be successful in whatever path they choose in life.

**DR REGAN NEUMANN**  
**EXECUTIVE PRINCIPAL**  
**KELVIN GROVE STATE COLLEGE (BRISBANE, QLD)**

Dr Regan Neumann was recently awarded a fellowship by the Australian Council for Educational Leaders Queensland, which recognised his outstanding contribution to the improvement of student and organisational outcomes. Neumann currently leads a high-performing P-12 college in a competitive environment and is also assistant regional director at Queensland’s Department of Education and Training (DET). In this role as an executive leader, Neumann translates DET’s goals and priorities into a reality for all students and school leaders in Brisbane.



**LEONIE MCILVENNY**  
**CO-HEAD OF I-CENTRE**  
**IONA PRESENTATION COLLEGE**  
**(MOSMAN PARK, PERTH, WA)**

Leonie McIlvenny has developed and built her school’s Iona Inspired Learning website – a one-stop shop for students’ learning and study skills, wellness, and relationships. Not content with this, McIlvenny used elements of gamification to create an innovative online computer literacy course for Year 7 students based on a concept of completing tasks to earn digital badges for an e-portfolio. McIlvenny has inspired other learning areas to add digital badges for their own material (eg earning ‘Lab Safety’ badges in science). Her enthusiasm and generosity make her an influential figure in Australian education.

## 2015 HOT LIST



**GRANT GROSSER**  
**DIRECTOR BUSINESS**  
**DEVELOPMENT AND PRODUCT**  
**STRATEGY**  
**SEQTA SOFTWARE**

As an ex-teacher and deputy principal, Grosser experienced first-hand the stress that an increased administrative workload (due in part to the introduction of ineffective and disparate technology) had on teachers – in both their work and their personal lives. Grosser wanted to create a piece of software that would lead the industry in its ability to reduce teacher stress and empower teachers to spend their time doing what they love: teaching. SEQTA software starts and stops with teachers. Grosser has maintained his ‘coalface’ commitment, providing constant and ample opportunity for users to give feedback and influence the product development. The SEQTA interface is unique in that it is modelled on the actual workflows of teachers. Grosser and his team have won numerous awards, including National Winner, Education 2013 iAwards, and Winner, Consensus Software Awards 2014.



**PETER THOMPSON**  
**INSPECTOR - TECHNOLOGY CURRICULUM**  
**NSW BOARD OF STUDIES**

Peter Thompson has been instrumental in driving developments within the national Industrial Arts/Manufacturing Technology curriculum. Thompson was responsible for introducing 3D printing, 3D routing and processing, as well as emerging technology approaches, in teaching and learning. Volunteering his own time in the development of others, he currently oversees web design and communication systems for the professional support of a national technology teachers’ forum. Thompson’s initiatives have been instrumental in the development of current practices in the technology teaching environment, and have been major contributing reasons for his recent move into inspector position at the NSW Board of Studies.

**STEVEN CAMERON**  
**PRESCHOOL DIRECTOR**  
**BARBARA KIKER MEMORIAL KINDERGARTEN (ADELAIDE, SA)**

Steven Cameron has won just about every major award for teaching that Australia has to offer, including being named Australian Director of the Year in 2011 (Australian Family Early Education and Care Awards), and winning a 2012 National Excellence in Teaching Award for Leadership. He has also been recognised in the local community for his work, being named Young Citizen of the Year on Australia Day in 2012 and receiving a South Australian Community Achievement Award for Leadership in 2013. Cameron is a published author and holds bachelor and masters degrees in early childhood education, and a degree in neuroscience. He is also a current Doctor of Education candidate at the University of South Australia.



**GLEN CARTER**  
**PRINCIPAL**  
**MIRANDA PUBLIC SCHOOL**  
**(SYDNEY, NSW)**

Glen Carter is not your standard pen-pushing school leader. It’s safe to say that Carter has a greater connection with his staff, students and community than many other principals in Australia. After all, there are not many principals out there emceeding staff member weddings and dancing with their students to *Rock Lobster* as the recess bell goes. It is his enthusiasm for developing and educating the whole child that sets him apart from the rest. While Carter could boast many achievements in his 18 years as a principal and in his teaching career before that, one of his greatest triumphs is the sustained growth of his “baby”, *Film by the Sea*, a film festival for primary school students.





**GABRIELLE LEIGH**  
**PRESIDENT**  
**VICTORIAN PRINCIPALS**  
**ASSOCIATION**  
**AUSTRALIAN GOVERNING**  
**PRIMARY PRINCIPALS**  
**ASSOCIATION**

Gabrielle Leigh is an educator dedicated to equity and excellence in education. She is a charismatic, inspirational school leader who has worked to establish a visionary college – Caroline Springs – that in the space of a decade grew from 78 to 4,500 students (K-12) on four campuses. Leigh, in her present role as president of the Victorian Principals Association, is energising those around her through a shared vision for public education and excellence in international pedagogy. Leigh also encourages educators (especially Australian principals) to take a global approach to education, and she believes that Australia should share with and learn from school practitioners in Finland, Canada and China. ☑

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